



**A SOCIOLOGICAL
PERSPECTIVE
ON HIERARCHIES
IN EDUCATIONAL
INSTITUTIONS**

EINAV ARGAMAN

A Sociological Perspective on Hierarchies in Educational Institutions

This page intentionally left blank

A Sociological Perspective on Hierarchies in Educational Institutions

BY

EINAV ARGAMAN

The Levinsky-Wingate Academic Center, Israel



United Kingdom – North America – Japan – India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2022

Copyright © 2022 Einav Argaman.
Published under exclusive licence by Emerald Publishing Limited.

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-80382-230-3 (Print)

ISBN: 978-1-80382-229-7 (Online)

ISBN: 978-1-80382-231-0 (Epub)



ISOQAR certified
Management System,
awarded to Emerald
for adherence to
Environmental
standard
ISO 14001:2004.

Certificate Number 1985
ISO 14001



INVESTOR IN PEOPLE

*To
My family
With love*

This page intentionally left blank

Contents

| | |
|---|-------------|
| List of Figures and Tables | <i>ix</i> |
| About the Author | <i>xi</i> |
| Acknowledgments | <i>xiii</i> |
| Chapter 1 Introduction | 1 |
| 1.1 The Underlying Research | 3 |
| 1.2 The Organization of the Book | 4 |
| Chapter 2 On Hierarchy | 9 |
| 2.1 Etymology and Early versus Current Considerations of the Term | 9 |
| 2.2 Related Terms | 11 |
| 2.3 Types of Hierarchy | 22 |
| Chapter 3 Institutions and Educational Institutions | 29 |
| 3.1 Institutions versus Organizations | 29 |
| 3.2 The Institution and Everyday Life | 30 |
| 3.3 Sorting Perspectives and Types of Institutions | 31 |
| 3.4 Educational Institutions | 39 |
| Chapter 4 Vertical Hierarchies in Educational Institutions | 45 |
| 4.1 An Illustrative Example | 53 |
| Chapter 5 Horizontal Hierarchies: Manifestation in Talk and Embodied Practices | 57 |
| 5.1 An Illustrative Example: Horizontality with Whom? | 65 |

| | |
|---|------------|
| Chapter 6 The Disclosure of Hierarchies in Institutional Architecture | 69 |
| 6.1 Definitions of Key Terms: Architecture and Space | 69 |
| 6.2 Architectural Displays of Vertical Hierarchy | 71 |
| 6.3 Horizontality in Institutional Architectural Designs | 75 |
| 6.4 The Architecture of Educational Institutions | 78 |
| 6.5 An Alternative Classroom Architecture | 86 |
| Chapter 7 The Educational Institution and Others: The Construction of Hierarchy with External Agents | 91 |
| 7.1 The Other, Otherness and Othering | 92 |
| 7.2 Territorial Issues | 96 |
| 7.3 Center-Periphery Relations | 104 |
| 7.4 An Illustrative Example | 111 |
| Chapter 8 Summary and Discussion | 119 |
| 8.1 The Theories Covered in this Book | 119 |
| 8.2 Being Pragmatic | 124 |
| 8.3 What is Left to Be Said? | 127 |
| 8.4 Do Educational Institutions Have Hierarchies of their Own? | 130 |
| References | 133 |
| Index | 159 |

List of Figures and Tables

Figures

| | | |
|--------|---|----|
| Fig. 1 | An Example of a Linguistic Tree | 14 |
| Fig. 2 | Differences Between Terminal Nodes; Reproduced with Permission of The Licensor Through PLSclear | 16 |
| Fig. 3 | The Intra-Institutional Structure of Schools | 50 |
| Fig. 4 | A Self-Hold Body Cross Position | 66 |
| Fig. 5 | Traditional Classroom Architecture | 80 |
| Fig. 6 | Interpersonal Differences Using the Same Furniture and Occupying a Single Space | 87 |
| Fig. 7 | Egalitarian Classroom Architectural Design | 88 |

Tables

| | | |
|---------|---|----|
| Table 1 | Perspectives within Neoinstitutionalism | 63 |
| Table 2 | Hierarchies in Role Conflict | 67 |

This page intentionally left blank

About the Author

Dr. **Einav Argaman** studies institutional discourse, focusing on talk, text, embodied practices, spatial arrangements, and architecture as mediating different aspects of educational institutions (e.g., hierarchical and collegial relationships; disagreement; center-periphery dynamics; positioning; individualism; institutional roles). She has published in leading journals, including *Discourse Studies*, *Journal of Pragmatics*, *Semiotica*, and *Applied Linguistics*. *A Sociological Perspective on Hierarchies in Educational Institutions* is her first book. She is a Senior Lecturer, Head of the Language Education in a Multicultural Society M.Ed. program at The Levinsky-Wingate Academic Center, and a Board Member of the Israeli Association for the Study of Language and Society.

This page intentionally left blank

Acknowledgments

This book is not creation ex nihilo. People and institutions have made it possible.

The book is based on research conducted in educational institutions which were gracious enough to open their doors and grant me the opportunity to interview their staff, attend their meetings, and study their institutional texts. I am greatly indebted to them.

I have benefited from the help extended to me by Prof. Muhammad Amara and Prof. Lia Laor who provided me with constructive advice regarding the publication process which lay ahead. I would like to express my deep and sincere gratitude to my commissioning editor, Kathy Mathers, and to Emerald Publishing for believing in me and agreeing to publish my book. Emerald's book project editors (Brindha Thirunavukkarasu and Abinaya Chinnasamy), the content development editor (Lydia Cutmore), the project manager (Chitra Raja), my book cover designer (Mike Hill), and Emerald's production team deserve special words of appreciation. I also owe gratitude to my language editor, Miriam Talisman.

Permission to reprint Figure 2 (granted by Wiley and The Licensor through PLSclear), and Figures 5 and 7 (which were originally produced by Arch. Zahi Asa), is gratefully acknowledged.

The Research, Evaluation and Development Authority at The Levinsky-Wingate Academic Center generously supported the completion of the book with a grant.

Finally, to my loving, caring, and supportive family. Your encouragement is priceless. My heartfelt thanks.